DOCUMENT RESUME

ED 370 005 CG 025 281

TITLE Utah Comprehensive Counseling and Guidance Program Model.
INSTITUTION Utah State Board of Education, Salt Lake City.
PUB DATE Nov 92
NOTE 35p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Counselor Client Relationship; Counselor Evaluation; *Counselor Role; Elementary Secondary Education; Guidance Objectives; *Guidance Programs; Parent Student Relationship; *School Counseling; School Counselors; School Guidance; Student Needs
IDENTIFIERS *Utah

ABSTRACT

For many years the school guidance counselor has played an important role in the education and guidance of students in public schools. School counselors have been historically viewed as an appendage or as an ancillary service to the school's education mission. While the ancillary model has helped some students, it has been inadequate in helping all students reach their potential. This Utah program would require changes in certification of counselors and accreditation of school programs in order to better meet the needs of all students. The goals of the program include: (1) move counseling from ancillary status to core status; (2) move counseling from a collection of random activities to a programmatic approach; (3) eliminate non-guidance activities performed by counselors; (4) reach 100 percent of the student population. The components of a successful guidance program include the guidance curriculum, individual planning with students and parents, responsive services, and system support. Implementation of the plan could take place while the current one remains in existence. Evaluation of effectiveness would be measured through personnel, the program itself and students results. A list of competencies and indicators for all levels of students and adults as well as sample job descriptions for the school counselor are included. (BF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 370 005

CG

UTAH COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM MODEL

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Raphael

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

NOVEMBER 1992

BEST COPY AVAILABLE

CG025281

UTAH STATE BOARD OF EDUCATION AND UTAH STATE BOARD FOR APPLIED TECHNOLOGY EDUCATION

250 East 5th South
Salt Lake City, Utah 84111

District 1
Neola Brown
495 North 300 East
Beaver, Utah 84713
Phone: 438-5386

District 2
Lynn Haslem
H.C. 65, Box 74A
Altonah, Utah 84002
Phone: 454-3005

District 3
Harold S. Jensen
24 East 100 North
Gunnison, Utah 84634
Phone: 528-3746

District 4
Keith T. Checketts
1495 East 1140 North
Logan, Utah 84321
Phone: 752-8926

District 5
Thomas F. Davidson
4755 Banbury Lane
Ogden, Utah 84403
Phone: 479-8292

District 6
Milton Kendrick
641 LaVina Drive
Ogden, Utah 84403
Phone: 479-1808

District 7
Katherine B. Garff
551 Indian Springs Road
Bountiful, Utah 84010
Phone: 295-2795

District 8
Daryl C. Barrett
1820 Laird Avenue
Salt Lake City, Utah 84108
Phone: 582-1898

District 9
Kay McDonough
2922 South 9150 West
Magna, Utah 84044
Phone: 250-4719

District 10
Donald G. Christensen
4196 South 4000 West
West Valley City, Utah
84120
Phone: 966-4524

District 11
C. Grant Hurst
1893 Terrance Drive
Sandy, Utah 84093
Phone: 942-4832

District 12
Boyd F. Jensen
5380 Hillside Drive
Murray, Utah 84107
Phone: 262-0270

District 13
Allen E. Litster
665 Princeton Drive
Midvale, Utah 84047
Phone: 566-0789

District 14
Marion O. Snow
1247 East 430 North
Orem, Utah 84057
Phone: 224-6163

District 15
Linnea S. Barney
1965 South Main Street
Orem, Utah 84058
Phone: 225-4149

Scott W. Bean,
Executive Officer
538-7510

Twila B. Affleck,
Secretary
538-7517

TABLE OF CONTENTS

I. THE CONCEPTUAL MODEL 1
RATIONALE 2
COMPONENTS OF A SUCCESSFUL COMPREHENSIVE GUIDANCE PROGRAM 2
BENEFITS OF THE UTAH COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM 4
CHANGING TO THE UTAH COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM 5
USOE SUPPORT FOR IMPLEMENTING THE UTAH COUNSELING AND GUIDANCE PROGRAM 5
STRATEGIES FOR INITIATING CHANGE TO THE UTAH COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM 6

II. STRUCTURAL COMPONENTS 7
STEERING COMMITTEE 7
ADVISORY COMMITTEE 7
GUIDANCE RESOURCES, MATERIALS AND EQUIPMENT 8
DEPARTMENTAL BUDGET 8
STAFFING PATTERNS 8
FACILITIES AND SPACE 9

III. PROGRAM COMPONENTS 10
THE GUIDANCE CURRICULUM 10
INDIVIDUAL PLANNING/SEOP 11
RESPONSIVE SERVICES 11
SYSTEM SUPPORT 12
TIME ALLOTMENT 13
TIME DISTRIBUTION GUIDANCE AND COUNSELING COMPONENTS HIGH SCHOOL 13
TIME DISTRIBUTION GUIDANCE AND COUNSELING COMPONENTS JUNIOR HIGH SCHOOL 13
TIME DISTRIBUTION GUIDANCE AND COUNSELING COMPONENTS ELEMENTARY SCHOOL 13

IV. STUDENT COMPETENCIES 14

V. A STRATEGY FOR IMPLEMENTING THE UTAH STATE COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM 16
STRATEGIES FOR IMPLEMENTING THE UTAH STATE COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM 17

VI. EVALUATION OF EFFECTIVENESS 18
PERSONNEL EVALUATION 18
PROGRAM EVALUATION 18
STUDENT RESULTS EVALUATION 19
NATIONAL SCHOOL BOARDS ASSOCIATION RESOLUTION ON GUIDANCE AND COUNSELING 19

APPENDIX A (COMPETENCIES AND INDICATORS) 20
ELEMENTARY SCHOOL STUDENT 21
MIDDLE/JR HIGH SCHOOL STUDENT 24
HIGH SCHOOL STUDENT 27
ADULT 30

APPENDIX B (SAMPLE JOB DESCRIPTIONS) 33
ELEMENTARY SCHOOL COUNSELOR 34
MIDDLE/JUNIOR HIGH SCHOOL COUNSELOR 36
HIGH SCHOOL COUNSELOR 38

UTAH STATE BOARD OF EDUCATION
UTAH STATE BOARD FOR APPLIED TECHNOLOGY EDUCATION

250 East Fifth South
Salt Lake City, Utah 84111

District 1
Neola Brown
495 North 300 East
Beaver, Utah 84713

District 2
Lynn Haslem
H.C. 65, Box 74A
Altonah, Utah 84002

District 3
Harold S. Jensen
24 East 100 North
Gunnison, Utah 84634

District 4
Keith T. Checketts
1495 East 1140 North
Logan, Utah 84321

District 5
Thomas F. Davidson
4755 Banbury Lane
Ogden, Utah 84403

District 6
Milton Kendrick
641 LaVina Drive
Ogden, Utah 84403

District 7
Katharine B. Garff
551 Indian Springs Road
Bountiful, Utah 84010

District 8
Daryl C. Barrett
1820 Laird Avenue
Salt Lake City, Utah 84108

District 9
Kay McDonough
2922 South 9150 West
Magna, Utah 84044

District 10
Donald G. Christensen
4196 South 4000 West
West Valley City, Utah
84120

District 11
C. Grant Hurst
1893 Terrace Drive
Sandy, Utah 84093

District 12
Boyd F. Jensen
5380 Hillside Drive
Murray, Utah 84107

District 13
Allen E. Litster
665 Princeton Drive
Midvale, Utah 84047

District 14
Marlon O. Snow
1247 East 430 North
Orem, Utah 84057

District 15
Linnea S. Barney
1965 South Main Street
Orem, Utah 84058

Scott W. Bean,
Executive Officer

Twila B. Affleck,
Secretary

1/1/9

I. THE CONCEPTUAL MODEL

Public education's mission is to assure Utah the best educated citizenry in the world and each individual the training to succeed in a global society, by providing students with learning and occupational skills, character development, literacy, and basic knowledge through a responsive, state-wide system that guarantees local school communities autonomy, flexibility and client choice, while holding them accountable for results.

The Utah State Public Education Strategic Plan envisions a system that personalizes education for each student with one hundred percent of Utah's students achieving the objectives of their individually developed Student Educational and Occupational Plan (SEOP). These lofty goals pose a tremendous challenge for school counselors who are in a key position to influence student decision making and planning.

To meet this challenge, counselors must prepare to move from ancillary counseling services to a school-wide comprehensive guidance program.

The school counselor for many years has played an important role in the education and guidance of students in public schools. School counselors have been historically viewed as an appendage or as an ancillary service to the school's education mission. While the ancillary model has helped some students, it has been inadequate in helping ALL students reach their potential.

Several states such as New Hampshire, Missouri, Idaho, Ohio, Alaska and Utah have critically evaluated their guidance departments and share the following criticisms regarding the ancillary model.

1. Lack of guidance program efforts that reach 100% of the student population.
2. Lack of programmatic approach to guidance.
3. Lack of accountability.
4. Over abundance of non-guidance activities (clerical duties which could be done by non-certificated personnel).
5. Lack of student competencies to address student needs.
6. Random expectations regarding counseling duties.

Now is the time to recognize guidance as a critical component of the educational system. Administrators, teachers, parents, students, and counselors need to view counseling and guidance as a vital component of every student's education. This recognition can be accomplished by developing a comprehensive guidance program for ALL students. Consequently, the new Utah Comprehensive Counseling and Guidance Program will require subsequent changes in certification of counselors and accreditation of school programs.

Using "The Strategic Plan" as the primary impetus for counseling reform and the Utah Comprehensive Guidance Program as a model, the Utah Comprehensive Counseling and Guidance Program will:

a) move counseling from ancillary status to core status;

b) move counseling from a collection of random activities to a programmatic approach;

c) eliminate non-guidance activities performed by counselors; and,

d) reach 100% of student population.

RATIONALE

The Utah Schools Comprehensive Counseling and Guidance Program should be an integral part of each school's educational, career, and social-emotional development. The Comprehensive Guidance and Counseling Program is developmental by design. Functions and activities are age appropriate.

Comprehensive counseling and guidance programs are organized around a developmental focus. They contain sequential activities that are organized and implemented by certified school counselors with the support of teachers, administrators, students, parents, paraprofessionals, and persons in the community.

COMPONENTS OF A SUCCESSFUL COMPREHENSIVE GUIDANCE PROGRAM

1. ***Guidance Curriculum*** that identifies competencies to be attained by all students at various stages of development and activities to help students achieve these competencies.

2. ***Individual Planning/SEOP*** with students and their parents regarding educational development, personal/social development, and career development.

3. ***Responsive Services*** which include counseling, consultation and referral.

4. ***System Support*** such as program management, professional growth, and accountability.

The guidance curriculum, individualized planning and responsive services constitute the "direct services to students" portion of the program. Counselors should spend not less than eighty percent of their time providing direct services and limit indirect services (system support) to not more than twenty percent of their time.

BENEFITS OF THE
UTAH COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM

The shift to a comprehensive program approach results in a number of benefits which include (but are not limited to) the following:

Benefits for Students

1. Increases opportunities for counselor student interaction.
2. Guarantees services to all students.
3. Promotes developmental approach in sequencing activities.

Benefits for Parents

1. Provides support for parents regarding their child's development.
2. Develops a system for a student's long-range planning.
3. Increases opportunities for parent-teacher interaction

Benefits for Teachers

1. Encourages positive calendared activities and supportive working relationships.
2. Provides a team effort to address developmental skills and core competencies.
3. Increases teacher accessibility to the counselor as a classroom presenter and resource person.

Benefits for Administrators

1. Provides a structured program with specific guidance content.
2. Provides a means for measuring effectiveness of guidance programs.
3. Enhances community image of the guidance program.

Benefits for Local Boards of Education

1. Provides the rationale for including guidance as a comprehensive program in the school system.
2. Provides district patrons with current data regarding student competencies obtained through guidance program efforts.
3. Provides a basis for determining guidance funding allocations.

Benefits for Business, Industry and Labor

1. Provides increased opportunity for collaboration and active participation among counselors and business, industry and labor communities.
2. Increases accessibility to the counselor.
3. Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.

Benefits for Guidance Personnel

1. Clearly defines a role and function which is educationally-based.
2. Eliminates non-guidance functions and revitalizes a professional identity.
3. Provides a tool for program management and accountability.

CHANGING TO THE UTAH COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM

School counselors are facing a dilemma. The need to change to the programmatic approach in providing guidance services may be hindered by the security some feel with their roles as defined by the random services model. Further, the traditional model enjoys the support of some administrators, teachers, parents, and students. The Utah State Office of Education (USOE) challenges schools and districts to make the change. A number of strategies are in place to promote this effort.

USOE SUPPORT FOR IMPLEMENTING THE UTAH COUNSELING AND GUIDANCE PROGRAM

1. All counselors will be provided opportunity to be inserviced regarding the move from ancillary services to a comprehensive guidance program.

2. Pilot schools are presently modeling how to move toward a comprehensive guidance program.

3. Information and materials will be available as they are developed.

With USOE support, counselors are now in a positive position to effect changes within their own systems. Counselors can engender cooperation among school personnel and the community to take the necessary steps.

STRATEGIES FOR INITIATING CHANGE TO THE UTAH COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM

1. Become familiar with the new Utah Comprehensive Counseling and Guidance Program and establish your program priorities.

2. Seek school and district level administrative and financial support.

3. Compare existing activities to the expectations of the new program.

4. Develop a plan to revise existing school models to make them consistent with the Utah Comprehensive Counseling and Guidance Program.

5. Implement and evaluate the effectiveness of the revised program.

The comprehensive counseling and guidance program places counselors into positions where they will pro-actively guide students to their potential. Counselors will be highly visible. They will be seen in classrooms on a regular, planned basis. They will be resource consultants to teachers as both teachers and counselors implement the guidance curriculum. The comprehensive counseling and guidance model will enable counselors to be viewed as invaluable professionals within the educational community.

II. STRUCTURAL COMPONENTS

The Utah Comprehensive Counseling and Guidance Program is defined by the following Structural Components:

1. A Steering Committee
2. An Advisory Committee
3. Guidance Resources, Materials, and Equipment
4. A Departmental Budget
5. Staffing Patterns
6. Facilities and Space

STEERING COMMITTEE

The Steering Committee provides on-site school management for the Program. The committee consists of educational staff that work closely with the counseling and guidance program. Members of this committee should be chosen from school administrators, school counselors, special education team leaders, school psychologists, teachers, and students involved in the delivery of guidance services and activities.

ADVISORY COMMITTEE

The Advisory Committee has the responsibility for developing direction and goals for the school's Comprehensive Counseling and Guidance Program. The Steering Committee actively solicits input from the Advisory Committee. The Advisory Committee develops broad guidance goals, whereas the Steering Committee designs the methods to implement and achieve the goals. The Advisory Committee provides information on community and parental expectations for the Program. This committee provides two-way communication between the school and community. The Advisory Committee should be comprised of school staff, students, parents, PTSA leaders, board members and community and business leaders.

GUIDANCE RESOURCES, MATERIALS AND EQUIPMENT

It is essential to adequately supply the Comprehensive Counseling and Guidance Program with necessary resources, materials, and equipment. All outdated guidance material will need to be replaced by supplies and equipment that fulfill the goals of the Program. To reach the goals outlined in the Utah Comprehensive Guidance Program mission statement, equipment and materials could include such things as computers, software, audio-visual equipment, guidance curriculum, pamphlets, books, films, and videos. The Advisory and Steering Committees will need to ask counselors what equipment and materials are needed to fully implement the Comprehensive Counseling and Guidance Program. Needs should be evaluated annually.

Other resources utilized by the Utah Comprehensive Program would include *Staff Expertise* which will include counselors, teachers, teacher advisors, administrators, school psychologists, special education teachers and district personnel. All staff expertise will be involved in the delivery of guidance services. *Community Resources*, such as the Department of Family Services and Mental Health, business and industry, public service, and parents will also be utilized.

DEPARTMENTAL BUDGET

It is critical to establish a budget for the Utah Comprehensive Counseling and Guidance Program. The Program should be funded annually so the evolving goals of the Advisory Committee can be accomplished.

STAFFING PATTERNS

The Utah Comprehensive Guidance Program recommends that:

- the school principal, or head counselor/guidance chair, assumes the leadership role for the management of the program
- the chairperson should actively seek the advice and support of all staff involved in the delivery of guidance services
- guidance functions should be differentiated according to staff interest and expertise
- hours for guidance services should be flexible in order to accommodate student and parent schedules, and to provide expertise and resources when needed
- there is at least one counselor for every 400 students
- there is a registrar
- sufficient secretarial help is provided to free counselors from non-counseling duties
- there is a placement coordinator

- sufficient paraprofessional help, provided under supervision of the counseling department, is available to assist in the career and computer centers and to support other clerical management of the program

FACILITIES AND SPACE

To fully implement the Comprehensive Counseling and Guidance Model, a Guidance Center will be established to provide educational, career, and emotional support for students, parents and staff. This Center creates the first impressions parents and students will have of the school's guidance program, and should reflect program goals through visual aids, pamphlet racks, and displays. Other facilities and space requirements include:

- A computer lab with a bank of 30 computers which would make the most up-to-date software for personal/social, educational and career growth and development accessible to students, parents, and community (The computer lab might also have SEOP development software available to facilitate planning)
- Private offices, properly equipped and soundproofed
- Adequate space for individual, small and large group counseling
- Adequate storage space
- Adequate reception area for students waiting for counseling, signing into the career center, and browsing through well-organized and displayed guidance and resource materials
- Accessible up-to-date communication system with such capabilities as faxing, voice mail, and computer networking within the school and with community resource and training centers

III. PROGRAM COMPONENTS

Various methods of delivery will be employed in order to assure that the student competencies outlined in Section IV reach every student. This delivery system is comprised of the four following components: 1) ***The Guidance Curriculum***, 2) ***Individual Planning/SEOP***, 3) ***Responsive Services***, 4) ***System Support***. It should be emphasized that many of the delivery strategies described are easily integrated into the existing program.

THE GUIDANCE CURRICULUM

The guidance curriculum consists of structured, developmental experiences presented systematically through classroom and group activities. The curriculum is organized according to the following three areas:

1. Self-knowledge
2. Educational and Occupational Exploration
3. Career Planning

These areas are further defined as "student outcomes" or "competencies" in Section IV of this guide.

The guidance curriculum is delivered through such strategies as:

Classroom Presentations and Activities: Counselors teach or assist in teaching guidance curriculum activities or units in the classroom, guidance center or other school facilities. This is not limited to one or two subjects, but may include all areas in the total school curriculum.

Group Activities: Counselors conduct groups outside the classroom to respond to students' identified interests or needs. Counselors plan and lead structured activities to increase the skills and knowledge of the students.

Other Strategies: Schools may choose to use other delivery strategies such as teacher advisory programs, peer leaders, monitoring, instructional television programs, etc.

INDIVIDUAL PLANNING/SEOP

This component has been defined by the Utah State Board of Education as the Student Educational Occupational Plan (SEOP). Activities focus on assisting students to plan, monitor, and manage their own learning as well as their personal and career development. Students are given opportunities to evaluate their educational, occupational, and personal goals. The activities in this component are counselor planned and directed. They may be delivered on an individual or group basis. Strategies to develop the Student Educational Occupational Plan include:

Individual Appraisal: Counselors work with students analyzing and evaluating students' abilities, interests, skills and achievement, test information, transcripts, extra-curricular activities, competencies, leadership roles, coursework and other data as the basis for assisting students to develop immediate and long-range plans.

Individual Advisement: Information from the individual appraisal is used along with labor market information to help students plan personal, educational and career goals.

Parent/Student Meetings: Counselors will meet with students and their parents annually to review the goals resulting from individual advisement. Goals will be revised as necessary to be consistent with current data.

Placement and Follow-up: Transitions from one educational program to another, or from one school to another, or from school to work will be successful as counselors support students in gathering information, overcoming barriers, and establishing necessary linkages.

RESPONSIVE SERVICES

The Responsive Services Component of the Comprehensive Counseling and Guidance Program is designed to meet the immediate needs and concerns of individual students. These services are available to all students.

Consultation: Counselors may consult with students, parents, teachers, other educators, and community agencies regarding strategies to help students.

Personal/Group Counseling: Counseling may be provided on a small-group or personal basis for students who express concern over issues such as relationships, personal matters, and dealing with normal developmental tasks. Students are assisted in identifying problems, causes, alternatives, and possible consequences, in planning appropriate action.

Crisis Counseling: Students and their families may be supported during emergency situations by counselors who can provide short-term counseling or referral to other appropriate support services.

Referral: Counselors may use referral sources to help students deal with serious life crises (e.g., suicide, violence, abuse and terminal illness) that lie beyond the scope of a school counselor's expertise and/or time.

SYSTEM SUPPORT

The system support component activities establish and maintain the Comprehensive Counseling and Guidance Program and the operation of the school. It provides indirect services to students whereas the three components described earlier provide direct services.

Professional Development: Counselors will be involved regularly in updating their professional knowledge and skills. Activities might include participation in professional organizations, inservice training, and reviewing or contributing to professional literature.

Staff/Community Relations: School and community presentations, newsletters, and the local media will be utilized in orienting others to the comprehensive counseling and guidance program. Counselors may serve on departmental committees or community advisory boards to further generate support and understanding by staff and community.

Community Outreach: Counselors may plan visits with local business leaders, social service agency representatives, job service personnel, and others to become knowledgeable about community resources, labor market trends, and employment opportunities.

Research and Development: Guidance program evaluation, follow-up data, and the development of guidance curriculum activities should be shared by counselors to promote the research and development effort.

Program Management: Conducting steering and advisory committee meetings, completing activity outlines, preparing calendars of events, and communicating plans to appropriate individuals are some examples of the tasks needed to support the Utah State Comprehensive Counseling and Guidance Program.

Professional Consultation: Counselors provide professional input to resolve school-wide or staff problems, assist in inservice training, address personal or school related issues, and facilitate professional growth.

TIME ALLOTMENT

Counselors will be engaged full-time in the content and delivery of the Comprehensive Program. The percentage of time allocated for each of the four components may vary according to student needs. Attending to age, appropriate development needs of students via the guidance curriculum will be a top priority. Suggested time distributions for high school, junior high school, and elementary school which provide adequate balance between the four components are illustrated below. ***Guidance Curriculum, Individual Planning/SEOP, and Responsive Services constitute "direct services" to students in the program. Counselors should spend a minimum of 80% of their time providing "direct services" and 20% or less of their time in "indirect services."***

TIME DISTRIBUTION
GUIDANCE AND COUNSELING COMPONENTS
HIGH SCHOOL

Guidance Curriculum	25%
Individual Planning/SEOP	35%
Responsive Services	25%
System Support	15%

TIME DISTRIBUTION
GUIDANCE AND COUNSELING COMPONENTS
JUNIOR HIGH SCHOOL

Guidance Curriculum	35%
Individual Planning/SEOP	25%
Responsive Services	25%
System Support	15%

TIME DISTRIBUTION
GUIDANCE AND COUNSELING COMPONENTS
ELEMENTARY SCHOOL

Guidance Curriculum	40%
Individual Planning/SEOP	10%
Responsive Services	35%
System Support	15%

IV. STUDENT COMPETENCIES

The Utah Comprehensive Counseling and Guidance Program has based its student competencies upon the National Career Development Guidelines. The Guidelines initiative has been a collaborative effort of the leading professional counseling and career development organizations including NOICC, ACAD, ASCA, and the Guidance Division of AVA. The guidelines provide recommended competencies and indicators for four levels: adult, high school, junior high school and elementary school. Competencies are viewed as broad goals whereas indicators describe specific attitudes, knowledge, and skills. The competencies at each level are consistent with the general developmental capabilities of individuals at that level. The competencies which address both personal and career development are organized around three broad areas:

1. Self-knowledge
2. Educational and Occupational Exploration
3. Career Planning

The following chart outlines student competencies by area and level, a complete outline of student competencies and indicators can be found in Appendix A.

FOUR COMPONENTS OF A COMPREHENSIVE SCHOOL GUIDANCE PROGRAM

Guidance Curriculum provides guidance content in a systematic way to all students. K-12	**Individual Planning** Assists students in monitoring and understanding their own development.	**Responsive Services** Addresses the immediate concerns of students.	**System Support** Includes program, staff, and school support activities and services.
Purpose Student awareness, skill development, and application of skills needed in everyday life.	**Purpose** Student educational and occupational planning and goal setting.	**Purpose** Prevention, Intervention	**Purpose** Program Delivery and Support
Areas Addressed: -Self-esteem development -Motivation to achieve -Decision making, Goal setting, Planning, and Problem-solving skills -Interpersonal effectiveness -Communication skills -Cross cultural effectiveness -Responsible behavior	***Areas Addressed:*** -Educational •Acquisition of study skills •Awareness of educational opportunities •Appropriate course selection - 4 years •Lifelong learning •Utilization of test data -Career •Knowledge of career opportunities •Knowledge of vocational training •Need for positive work habits -Personal-Social •Development of healthy self-concepts •Development of adaptive and adjustive social behavior	***Areas Addressed:*** -Academic concerns -School-related concerns tardiness absences & truancy misbehavior school-avoidance drop-out prevention -Relationship concerns -Physical/Sexual/Emotional abuse -Grief/loss death -Substance abuse -Family issues -Sexuality issues -Coping with stress	***Areas Addressed:*** -Guidance program development -Parent education -Teacher/administrator consultation -Staff development for educators -School improvement planning -Counselor professional development -Research and publishing -Public Relations
Counselor Role -Structured Groups -Consultation -Guidance Curriculum implementation	**Counselor Role** -Assessment -Planning -Placement	**Counselor Role** -Individual and small group counseling -Consultation -Referral	**Counselor Role** -Program Management -Consultation -Coordinator

V. A STRATEGY FOR IMPLEMENTING THE UTAH STATE COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM

The Utah State Comprehensive Guidance and Counseling Program described in this document represents a commitment and a direction toward a more consistent approach to guidance services. Parents and students need to be confident that as they transit from elementary to junior high to high school, or from one school to another, they can build their educational and career plans from a similar experience base.

It takes time to develop a new program while living with the current one. Planning, therefore, is essential in outlining a plan of action that is feasible to accomplish each year. Eventually, all competencies and indicators can be fully realized.

The following page outlines 16 Tasks useful for implementation. While reviewing your guidance services, it is important to note that some tasks may be in place, others may need to be revised, and others may be missing altogether. It is <u>not</u> essential to complete each task sequentially; in fact, several tasks may be worked on simultaneously. Eventually all tasks need to be completed to fully implement the comprehensive guidance program.

STRATEGIES FOR IMPLEMENTING THE UTAH STATE COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM

Phase I: Establish Your Program Priorities

Task 1: Select a steering committee and an advisory committee.

Task 2: Familiarize your counselors with the State's program.

Task 3: Conduct a needs assessment.

Task 4. Write program definition and philosophy based on the Utah Comprehensive Guidance Model.

Task 5. Write program definition and philosophy based on the Utah Comprehensive Guidance Model.

Phase II: Conduct an Analysis of Your Current Program

Task 6: List all current counseling guidance activities.

Task 7: Write a description of each activity.

Task 8: Assess the value of each activity.

Task 9: Identify differences in your program, and your outcome priorities.

Task 10: Survey your time usage for the four program elements.

Phase III: Develop Your Program Description

Task 11: Identify new activities necessary to accomplish outcome priorities.

Task 12: Write a description of each new activity.

Task 13: Develop a guidance/ planning matrix and calendar.

Phase IV: Implement Your Program

Task 14: Develop a strategy for implementation.

Task 15: Implement the program.

Task 16. Measure the effectiveness of the program.

VI. EVALUATION OF EFFECTIVENESS

Counseling and guidance departments should be at the forefront of showing what they are doing, how the time and efforts of the counselors are being spent, and the effects that their systematically planned and implemented activities have on students. Parental, faculty, and administrative support dramatically increases, as research has shown, when all parties know what is to be done and the benefits that accrue.

There are three sections of the evaluation component of the Utah State Comprehensive Counseling and Guidance Program. These include: personnel evaluation, program evaluation and student results evaluation.

PERSONNEL EVALUATION

Job Description

In establishing a performance based evaluation system for school counselors, the first step is to establish a written job description based on the Utah State Comprehensive Counseling and Guidance Program structure. One job description should be developed for counselors at the elementary, junior high and high school levels. Job descriptions for each level can be found in the Appendix.

Counselor Performance Evaluation

Using the counselor job description as a guide, a performance evaluation instrument needs to be developed. In each area of responsibility, the standards of performance need to be described, ranging from unsatisfactory to exemplary in observable and measurable terms. The usefulness of this type of evaluation instrument goes beyond making a judgment about past performance. It also helps target future directions and goals.

PROGRAM EVALUATION

Program evaluation involves the establishment of program competencies and indicators. The structural and programmatic components become the program standards. Indicators that describe the nature and substance of these standards need to be developed in order to determine the full scope and effect of the program.

STUDENT RESULTS EVALUATION

Student results evaluation measures the impact of the program on students, and how well they achieve the competencies. This is a critical component and needs to be developed as the program is being implemented. There are a variety of ways that may be considered to measure competency attainment; i.e., case study, teacher observation, and achievement testing are a few.

NATIONAL SCHOOL BOARDS ASSOCIATION RESOLUTION ON GUIDANCE AND COUNSELING

NSBA encourages local school boards to support comprehensive counseling and guidance programs, kindergarten through grade 12, staffed by professionally trained counseling personnel. NSBA also urges local school boards, state education agencies and the federal government to support activities aimed at improving the education of school counselors, the development of exemplary guidance and pupil service models and research which examines the effectiveness of such programs.

Adopted by the NSBA Delegate Assembly, April 4, 5 and 7, 1986

APPENDIX A

COMPETENCIES AND INDICATORS

ELEMENTARY SCHOOL STUDENT
Competencies and Indicators

Self-Knowledge

COMPETENCY I: Knowledge of the importance of self-concept.

1. Describe positive characteristics about self as seen by self and others.
2. Identify how behaviors affect school and family situations.
3. Describe how behavior influences the feelings and actions of others.
4. Demonstrate a positive attitude about self.
5. Identify personal interests, abilities, strengths, and weaknesses.
6. Describe ways to meet personal needs through work.

COMPETENCY II: Skills to interact with others.

1. Identify how people are unique.
2. Demonstrate effective skills for interacting with peers and adults.
3. Demonstrate group membership skills.
4. Identify sources and effects of peer pressure.
5. Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
6. Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Awareness of the importance of growth and change.

1. Identify personal feelings.
2. Identify ways to express feelings.
3. Describe causes of stress.
4. Identify and select appropriate behaviors to deal with specific emotional situations.
5. Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
6. Demonstrate knowledge of good health habits.

COMPETENCY IV: Awareness of the benefits of educational achievement.

1. Describe how academic skills can be used in the home and community.
2. Identify personal strengths and weaknesses in subject areas.
3. Identify academic skills needed in several occupational groups.
4. Describe relationships among ability, effort and achievement.
5. Implement a plan of action for improving academic skills.
6. Describe school tasks that are similar to skills essential for job success.
7. Describe how the amount of education needed for different occupational levels varies.

COMPETENCY V: Awareness of the relationship between work and learning.

1. Identify different types of work, both paid and unpaid.
2. Describe the importance of preparing for occupations.
3. Demonstrate an understanding of the importance of practice, effort, and learning.
4. Describe how current learning relates to work.
5. Describe how one's role as a student is like that of and adult worker.

COMPETENCY VI: Skills to understand and use career information.

1. Describe work of family members, school personnel, and community workers.
2. Identify occupations according to data, people and things.
3. Identify work activities of interest to the student.
4. Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.
5. Describe jobs that are present in the local community.
6. Identify the working conditions of occupations (e.g., inside/outside, hazardous).
7. Describe ways in which self-employment differs from working for others.
8. Describe how parents, relatives, adult friends, and neighbors can provide career information.

COMPETENCY VII: Awareness of the importance of personal responsibility and good work habits.

1. Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
2. Demonstrate positive ways of performing working activities.
3. Describe the importance of cooperation among workers to accomplish a task.
4. Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender).

COMPETENCY VIII: Awareness of how work relates to the needs and functions of society.

1. Describe how work can satisfy personal needs.
2. Describe the products and services of local employers.
3. Describe ways in which work can help overcome social and economic problems.

Career Planning

COMPETENCY IX: Understanding how to make decisions.

1. Describe how choices are made.
2. Describe what can be learned from making mistakes.
3. Identify and assess problems that interfere with attaining goals.
4. Identify strategies used in solving problems.
5. Identify alternatives in decision- making situations.
6. Describe how personal beliefs and attitudes effect decision-making.
7. Describe how decisions affect self and others.

COMPETENCY X: Awareness of the interrelationship of life roles.

1. Describe the various roles an individual may have (e.g., friend, student, worker, family member).
2. Describe work-related activities in the home, community and school.
3. Describe how family members depend on one another, work together and share responsibilities.
4. Describe how work roles complement family roles.

COMPETENCY XI: Awareness of different occupations and changing male/female roles.

1. Describe how work is important to all people.
2. Describe the changing life roles of men and women in work and family.
3. Describe how contributions of individuals both inside and outside the home are important.

COMPETENCY XII: Awareness of the career planning process.

1. Describe the importance of planning.
2. Describe skills needed in a variety of occupational groups.
3. Develop an individual career plan for the elementary school level.

MIDDLE/JR HIGH SCHOOL STUDENT
Competencies and Indicators

Self-Knowledge

COMPETENCY I: Knowledge of the influence of a positive self-concept.

1. Describe personal likes and dislikes.
2. Describe individual skills required to fulfill different life roles.
3. Describe how one's behavior influences the feelings and actions of others.
4. Identify environmental influences on attitudes, behaviors, and aptitudes.

COMPETENCY II: Skills to interact with others.

1. Demonstrate respect for the feeling and beliefs of others.
2. Demonstrate an appreciation for the similarities and differences among people.
3. Demonstrate tolerance and flexibility in interpersonal and group situations.
4. Demonstrate skills in responding to criticism.
5. Demonstrate effective group membership skills.
6. Demonstrate effective social skills.
7. Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Knowledge of the importance of growth and change.

1. Identify feelings associated with significant experiences.
2. Identify internal and external sources of stress.
3. Demonstrate ways of responding to others when under stress.
4. Describe changes that occur in the physical, psychological, social and emotional development of an individual.
5. Describe physiological and psychological and psychological factors as they relate to career development.
6. Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well-being.

Educational and Occupation Exploration

COMPETENCY IV: Knowledge of the benefits of educational achievement to career opportunities.

1. Describe the importance of academic and occupational skills in the work world.
2. Identify how the skills taught in school subjects are used in various occupations.
3. Describe individual strengths and weaknesses in school subjects.
4. Describe a plan of action for increasing basic educational skills.
5. Describe the skills needed to adjust to changing occupational requirements.
6. Describe how continued learning enhances the ability to achieve goals.
7. Describe how skills relate to the selection of high school courses of study.
8. Describe how aptitudes and abilities relate to broad occupational groups.

COMPETENCY V: Understanding the relationship between work and learning.

1. Demonstrate effective learning habits and skills.
2. Demonstrate an understanding of the importance of personal skills and attitudes to job success.
3. Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.

COMPETENCY VI: Skills to locate, understand, and use career information.

1. Identify various ways that occupations can be classified.
2. Identify a number of occupational groups for exploration.
3. Demonstrate skills in using school and community resources to learn about occupational groups.
4. Identify sources to obtain information about occupational groups including self employment.
5. Identify skills that are transferable from one occupation to another.
6. Identify sources of employment in the community.

COMPETENCY VII: Knowledge of skills necessary to seek and obtain jobs.

1. Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
2. Describe terms and concepts used in describing employment opportunities and conditions.
3. Demonstrate skills to complete a job application.
4. Demonstrate skills and attitudes essential for a job interview.

COMPETENCY VIII: Understanding how work relates to the needs and functions of the economy and society.

1. Describe the importance of work to society.
2. Describe the relationship between work and economic and societal needs.
3. Describe the economic contributions workers make to society.
4. Describe the effects that societal, economic, and technological change have one occupations.

COMPETENCY IX: Skills to make decisions.

1. Describe personal beliefs and attitudes.
2. Describe how career development is a continuous process with series of choices.
3. Identify possible outcomes of decisions.
4. Describe school courses related to personal, educational and occupational interests.
5. Describe how the expectations of others affect career planning.
6. Identify ways in which decisions about education and work relate to other major life decisions.
7. Identify advantages and disadvantages of various secondary and pos-secondary programs for the attainment of career goals.
8. Identify the requirements for secondary and post-secondary programs.

COMPETENCY X: Knowledge of the interrelationship of life roles.

1. Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
2. Identify how work roles at home satisfy needs of the family.
3. Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.
4. Identify personal leisure choices in relation to lifestyle and attainment of future goals.
5. Describe advantages and disadvantages of various life role options.
6. Describe the interrelationships between family, occupational, and leisure decisions.

COMPETENCY XI: Knowledge of different occupations and changing male/female roles.

1. Describe advantages and problems of entering non-traditional occupations.
2. Describe the advantages of taking courses related to members of the opposite gender.
3. Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for Women and men in certain occupations.

COMPETENCY XII: Understanding the process of career planning.

1. Demonstrate knowledge of exploratory processes and programs.
2. Identify school courses that meet tentative career goals.
3. Demonstrate knowledge of academic and vocational programs offered at the high school level.
4. Describe skills needed in a variety of occupations, including self-employment.
5. Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
6. Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

HIGH SCHOOL STUDENT
Competencies and Indicators

Self-Knowledge

COMPETENCY I: Understanding the influence of a positive self-concept.

1. Identify and appreciate personal interests, abilities, and skills.
2. Demonstrate the ability to use peer feedback.
3. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
4. Demonstrate and understanding of environmental influences of one's behaviors.
5. Demonstrate an understanding of the relationship between personal behavior and self-concept.

COMPETENCY II: Skills to interact positively with others.

1. Demonstrate effective interpersonal skills.
2. Demonstrate interpersonal skills required for working with and for others.
3. Describe appropriate employer and employee interactions in various situations.
4. Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

COMPETENCY III: Understanding the impact of growth and development.

1. Describe how developmental changes affect physical and mental health.
2. Describe the effect of emotional and physical health on career decisions.
3. Describe healthy ways of dealing with stress.
4. Demonstrate behaviors that maintain physical and mental health.

Educational and occupational Exploration

COMPETENCY IV: Understanding the relationship between educational achievement and career planning.

1. Demonstrate how to apply academic and vocational skills to achieve personal goals.
2. Describe the relationship of academic and vocational skills to personal interests.
3. Describe how skills developed in academic and vocational programs relate to career goals.
4. Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
5. Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
6. Describe how learning skills are required in the work place.

COMPETENCY V: Understanding the need for positive attitudes toward work and learning.

1. Identify the positive contributions workers make to society.
2. Demonstrate knowledge of the social significance of various occupations.
3. Demonstrate a positive attitude toward work.
4. Demonstrate learning habits and skills that can be used in various educational situations.
5. Demonstrate positive work attitudes and behaviors.

COMPETENCY VI: Skills to locate, evaluate and interpret career information.

1. Describe the educational requirements of various occupations.
2. Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems.)
3. Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).
4. Describe the concept of career ladders.
5. Describe the advantages and disadvantages of self-employment as a career option.
6. Identify individuals in selected occupations as possible information resources, role models, or mentors.
7. Describe the influence of change in supply and demand for workers in different occupations.
8. Identify how employment trends relate to education and training.
9. Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain and change jobs.

1. Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
2. Demonstrate academic or vocational skills required for a full or part-time job.
3. Demonstrate skills and behaviors necessary for a successful job interview.
4. Demonstrate skills in preparing a resume and completing job applications.
5. Identify specific job openings.
6. Demonstrate employability skills necessary to obtain and maintain jobs.
7. Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).
8. Describe placement services available to make the transition or post-secondary education/training.
9. Demonstrate an understanding that job opportunities often require relocation.
10. Demonstrate skills necessary to function as a consumer and manage financial resources.

COMPETENCY VIII: Understanding how societal needs and functions influence the nature and structure of work.

1. Describe the effect of work on lifestyles.
2. Describe how society's needs and functions affect the supply of goods and services.
3. Describe how occupational industrial trends relate to training and employment.
4. Demonstrate an understanding of the global economy and how it affects each individual.

COMPETENCY IX: Skills to make decisions.

1. Demonstrate responsibility for making tentative educational and occupational choices.
2. Identify alternatives in given decision-making situations.
3. Describe personal strengths and weaknesses in relationship to post-secondary education/training requirements.
4. Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
5. Identify and complete required steps toward transition from high school to entry into post-secondary education/training programs or work.
6. Identify steps to apply for and secure financial assistance for post-secondary education and training.

COMPETENCY X: Understanding the interrelationship of life roles.

1. Demonstrate knowledge of life stages.
2. Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits.)
3. Describe ways in which occupational choices may affect lifestyle.
4. Describe the contribution of work to a balanced and productive life.
5. Describe ways in which work, family, and leisure roles are interrelated.
6. Describe different career patterns and their potential effect on family patterns and lifestyle.
7. Describe the importance of leisure activities.
8. Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

COMPETENCY XI: Understanding the continuous changes in male/female roles.

1. Identify factors that have influenced the changing career patterns of women and men.
2. Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
3. Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
4. Identify courses appropriate to tentative occupational choices.
5. Describe the advantages and problems of nontraditional occupations.

COMPETENCY XII: Skills in career planning.

1. Describe career plans that reflect the importance of lifelong learning.
2. Demonstrate knowledge of post-secondary vocational and academic programs.
3. Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
4. Describe school and community resources to explore educational and occupational choices.
5. Describe the costs and benefits of self-employment.
6. Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
7. Demonstrate skills necessary to compare education and job opportunities.
8. Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

ADULT
Competencies and Indicators

Self-Knowledge

COMPETENCY I: Skills to maintain a positive self concept.

1. Demonstrate a positive self-concept.
2. Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.
3. Identify achievements related to work, learning, and leisure and their influence on self perception.
4. Demonstrate a realistic understanding on self.

COMPETENCY II: Skills to maintain effective behaviors.

1. Demonstrate appropriate interpersonal skills in expressing feelings and ideas.
2. Identify symptoms of stress.
3. Demonstrate skills to overcome self-defeating behaviors.
4. Demonstrate skills in identifying support and networking arrangements (including role models).
5. Demonstrate skills to manage financial resources.

COMPETENCY III: Understanding developmental changes and transitions.

1. Describe how personal motivations and aspirations may change over time.
2. Describe physical changes that occur with age and adapt work performance to accommodate these.
3. Identify external events (e.g., job loss, job transfer) that require life changes.

Educational and Occupational Exploration

COMPETENCY IV: Skills to enter and participate in education and training.

1. Describe short and long-range plans to achieve career goals through appropriate educational paths.
2. Identify information that describes educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study).
3. Describe community resources to support education and training (e.g., child care, public transportation, public health services, welfare benefits).
4. Identify strategies to overcome personal barriers to education and training.